

### The Unused Potential

It can be stated that people in general do not know how to listen. They have ears that hear very well, but seldom have they acquired the necessary aural skills which would allow those ears to be used effectively for what is called listening.

Extensive tests have led to this general conclusion: immediately after the average person has listened to someone talk, he remembers only about half of what he has heard - no matter how carefully he thought he was listening. Two months after listening to a talk, the average listener will remember only about 25% of what was said. In fact, after we have barely learned something, we tend to forget from one-half to one-third of it within eight hours; it is startling to realize that frequently we forget more in this first short interval than we do in the next six months.

### Gap in Training

Behind this widespread inability to listen lies, in our opinion, a major oversight in our system of classroom instruction. We have focused attention on reading, considering it the primary medium by which we learn, and we have practically forgotten the art of listening. About six years are devoted to formal reading instruction in our school systems. Little emphasis is placed on speaking, and almost no attention has been given to the skill of listening, strange as this may be in view of the fact that so much lecturing is done in college. Listening training - if it could be called training - has often consisted merely of a series of admonitions extending from the first grade through college: "Pay attention!" "Now get this!" "Open your ears!" "Listen!"

We have been faced with several false assumptions which have blocked the teaching of listening. For example:

(1) We have assumed that listening ability depends largely on intelligence, that "bright" people listen well, and "dull" ones poorly. There is no denying that low intelligence has something to do with inability to listen, but we have greatly exaggerated its importance. A poor listener is not necessarily an unintelligent person. To be good listeners we must apply certain skills that are acquired through either experience or training. If a person has not acquired these listening skills, his ability to understand and retain what he hears will be low. This can happen to people with both high and low levels of intelligence.

(2) We have assumed that learning to read will automatically teach one to listen. While some of the skills attained through reading apply to listening, the assumption is far from completely valid. Listening is a

different activity from reading and requires different skills. Research has shown that reading and listening skills do not improve at the same rate when only reading is taught.

This means that in our schools, where little attention is paid to the aural element of communication, reading ability is continually upgraded while listening ability, left to falter along on its own, actually degenerates. As a fair reader and a bad listener, the typical student is graduated into a society where the chances are high that he will have to listen about three times as much as he reads.

The barriers to listening training that have been built up by such false assumptions are coming down. Educators are realizing that listening is a skill that can be taught.

### Tracks and Sidetracks

In general, people feel that concentration while listening is a greater problem than concentration during any other form of personal communication. Actually, listening concentration is more difficult. When we listen, concentration must be achieved despite a factor that is peculiar to aural communication, one of which few people are aware. Basically, the problem is caused by the fact that we think much faster than we talk. The average rate of speech for most Americans is around 125 words per minute.

Certainly words play a large part in our thinking processes, and the words race through our brains at speeds much higher than 125 words per minute. This means that, when we listen, we ask our brain to receive words at an extremely slow pace compared with its capabilities.

It might seem logical to slow down our thinking when we listen so as to coincide with the 125-word-per-minute speech rate, but slowing down thought processes seems to be a very difficult thing to do. When we listen, therefore, we continue thinking at high speed while the spoken words arrive at low speed. In the act of listening, the differential between thinking and speaking rates means that our brain works with hundreds of words in addition to those that we hear, assembling thoughts other than those spoken to us. To phrase it another way, we can listen and still have some spare time for thinking.

### Rules for Good Reception

Thus, a major task in helping to listen better is teaching them to use their spare thinking time efficiently as they listen. Good listeners regularly engage in four mental activities, each geared to the oral discourse and taking place concurrently with that oral discourse. All four of these mental activities are neatly coordinated when listening works at its best. They tend to

direct a maximum amount of thought to the message being received, leaving a minimum of time for mental excursions on sidetracks leading away from the talker's thought. Here are the four processes:

(1) The listener thinks ahead of the talker, trying to anticipate what the oral discourse is leading to and what conclusions will be drawn from the words spoken at the moment.

(2) The listener weighs the evidence used by the talker to support the points that he makes. "Is this evidence valid?" the listener asks himself. "Is it the complete evidence?"

(3) Periodically the listener reviews and mentally summarizes the points of the talk completed thus far.

(4) Throughout the talk, the listener "listens between the lines" in search of meaning that is not necessarily put into spoken words. He pays attention to nonverbal communication (facial expressions, gestures, tone of voice) to see if it adds meaning to the spoken words. He asks himself, "Is the talker purposely skirting some area of the subject? Why is he doing so?"

The speed at which we think compared to that at which people talk allows plenty of time to accomplish these four mental tasks when we listen; however, they do require practice before they can become part of the mental agility that makes for good listening.

### Listening for Ideas

Another factor that affects listening ability concerns the reconstruction of orally communicated thoughts once they have been received by the listener. For some reason many people take great pride in being able to say that above all they try to "get the facts" when they listen. It seems logical enough to do so. If a person gets all the facts, he should certainly understand what is said to him. Therefore, many people try to memorize every single fact that is spoken. With such practice at "getting the facts," the listener, we can safely assume, will develop a serious bad listening habit.

Memorizing facts is, to begin with, a virtual impossibility for most people in the listening situation. As one fact is being memorized, the whole, or part, of the next fact is almost certain to be missed. When he is doing his very best, the listener is likely to catch only a few facts, garble many others, and completely miss the remainder. Even in the case of people who can aurally assimilate all the facts that they hear, one at a time as they hear them, listening is still likely to be at a low level; they are concerned with the pieces of what they hear and tend to miss the broad areas of the spoken communication.

Approved For Release 2001/03/17 : CIA-RDP83-00586R000100180002-9 The facts are useful chiefly for constructing the ideas. Grasping ideas, we have found, is the skill on which the good listener concentrates. He remembers facts only long enough to understand the ideas that are built from them. But then, almost miraculously, grasping an idea will help the listener to remember the supporting facts more effectively than does the person who goes after facts alone.

### Emotional Filters

In different degrees and in many different ways, listening ability is affected by our emotions. Figuratively we reach up and mentally turn off what we do not want to hear. Or, on the other hand, when someone says what we especially want to hear, we open our ears wide, accepting everything - truths, half-truths, or fiction.

If we hear something that opposes our most deeply rooted prejudices, notions, convictions, mores, or complexes, our brains may become overstimulated, and not in a direction that leads to good listening. We mentally plan a rebuttal to what we hear, formulate a question designed to embarrass the talker, or perhaps simply turn to thoughts that support our own feelings on the subject at hand.

What can we do about these emotional filters? The solution is not easy in practice, although it can be summed up in this simple admonition: hear the man out. Following are two pointers that often help in training people to do this:

(1) Withhold evaluation - while listening, the main object is to comprehend each point made by the talker; judgments and decisions should be reserved until after the talker has finished. At that time, and only then, review his main ideas and assess them.

(2) Hunt for negative evidence - an important part of listening comprehension is found in the search for negative evidence in what we hear. If we make up our minds to seek out the ideas that might prove us wrong, as well as those that might prove us right, we are less in danger of missing what people have to say.

### Benefits

What are some of the specific problems which better listening can help solve?

### Less Paper Work

Incidents created by poor listening frequently give managers a real fear of oral communication. As a result, they insist that more and more communication should be put into writing. Paper work piles higher and higher and

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causes part of the tangle we call red tape. Many times less writing and more speaking would be advisable - if we could plan on good listening.

Writing and reading are much slower communication elements than speaking and listening. They require more personnel, more equipment, and more space than do speaking and listening.

### Upward Communication

There are many avenues through which management can send messages downward through an organization, but there are few avenues for movement of information in the upward direction. Perhaps the most obvious of the upward avenues is the human chain of people talking to people.

This communication chain has potential, but it seldom works well because it is full of bad listeners. There can be failure for at least three reasons:

(1) Without good listeners, people do not talk freely and the flow of communication is seldom set in motion.

(2) If the flow should start, only one bad listener is needed to stop its movement toward the top.

(3) Even if the flow should continue to the top, the messages are likely to be badly distorted along the way.

### Human Relations

People in all phases of management need to feel free to talk to their superiors and to know they will be met with sympathetic understanding. But too many superiors - although they announce that their doors are always open - fail to listen; and their subordinates, in the face of this failure, do not feel free to say what they want to say. As a result, subordinates withdraw from their superiors more and more. They fail to talk about important problems that should be aired for both parties' benefit. When such problems remain unaired, they often turn into unrealistic monsters that come back to plague the superior who failed to listen.

The remedy for this sort of aural failure - and it should be applied when subordinates feel the need to talk - is what we have called "nondirective listening." The listener hears, really tries to understand, and later shows understanding by taking action if it is required. Above all, during an oral discourse, the listener refrains from firing his own thoughts back at the person talking or from indicating his displeasure or disapproval by his mannerisms or gestures; he speaks up only to ask for clarification of a point.

Since the listener stands the chance of hearing that his most dearly held notions and ideas may be wrong, this is not an easy thing to do. To listen nondirectively without fighting back requires more courage than most of us can muster. But when nondirective listening can be applied, the results are usually worth the effort. The persons talking have a chance to unburden themselves. Equally important, the odds are better that the listener can counsel or act effectively when the time comes to make a move.

Listening is only one phase of human relations, only one aspect of the administrator's job; by itself it will solve no major problems. Yet the past experience of many executives and organizations leaves no doubt, in our opinion, that better listening can lead to a reduction of the human frictions which beset many organizations today.

### In Conference

A great deal has been said and written about how to talk at a conference, how to compromise, how to get problem-centered, and how to cope with certain types of individuals. All these things can be very important, but too frequently the experts forget to say, "First and foremost you must learn to listen at a conference."

People get together to contribute their different viewpoints, knowledge, and experience to members of the group, which then seeks the best of all the conferees' thinking to solve a common problem. If there is far more talking than listening at a conference, however, the oral contributions made to the group are hardly worth the breath required to produce them.

More and better listening at any conference is certain to facilitate the exchange of ideas so important to the success of a meeting. It also offers many other advantages; for example, when participants do a good job of listening, their conference is more likely to remain centered on the problem at hand and less likely to go off on irrelevant tangents.

The first steps toward improved conference listening can be taken by the group leader. If he will simply make an opening statement calling attention to the importance of listening, he is very likely to increase the participants' aural response. And if the leader himself does a good job of listening, he stands the chance of being imitated by the others in his group.

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